

Medium Term Planning

Summer 1 Circle of Life	EYFS Area of Learning: <b>Maths</b>	
<b>Mathematics</b>		
<b>Main Learning Objectives</b>  (Development Matters Bands)	<b>Comparison</b> <ul style="list-style-type: none"> <li>• Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>• Estimates of numbers of things, showing understanding of relative size</li> </ul>	<b>Counting</b> <ul style="list-style-type: none"> <li>• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>• Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> </ul>
	<b>Cardinality</b> <ul style="list-style-type: none"> <li>• Engages in subitising numbers to four and maybe five</li> <li>• Counts out up to 10 objects from a larger group</li> <li>• Matches the numeral with a group of items to show how many there are (up to 10)</li> </ul>	<b>Spatial Awareness</b> <ul style="list-style-type: none"> <li>• Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li> <li>• Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li> <li>• May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> </ul>
	<b>Composition</b> <ul style="list-style-type: none"> <li>• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>• Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.</li> <li>• In practical activities, adds one and subtracts one with numbers to 10</li> <li>• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“</li> </ul>	<b>Shape</b> <ul style="list-style-type: none"> <li>• Uses informal language and analogies, (e.g. <i>heart-shaped and hand-shaped leaves</i>), as well as mathematical terms to describe shapes</li> <li>• Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>• Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li> </ul>
	<b>Pattern</b> <ul style="list-style-type: none"> <li>• Spots patterns in the environment, beginning to identify the pattern “rule”</li> <li>• Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</li> </ul>	<b>Measures</b> <ul style="list-style-type: none"> <li>• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>• Becomes familiar with measuring tools in everyday experiences and play</li> <li>• Is increasingly able to order and sequence events using everyday language related to time</li> <li>• Beginning to experience measuring time with timers and calendars</li> </ul>

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	<p><b>ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	<p><b>ELG</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<p><b>White Rose</b></p>	<p><b>Week 1: I am learning to build numbers beyond 10.</b></p> <p><b>Monday and Tuesday:</b> Build numbers beyond 10 (10–13)</p> <p><b>Wednesday:</b> Continue patterns beyond 10 (10–13)</p> <p><b>Thursday and Friday:</b> Build numbers beyond 10 (14–20)</p> <p><b>Focus:</b> After reading one mouse 20 mice, provide children with blank, pre-folded books. Encourage children to make their own number stories. Prompt them to write a number on each page and fill the page with their representations of each number.</p> <p><b>WEEK 2: I can count to 20</b></p> <p><b>Monday:</b> Continue patterns beyond 10 (14–20)</p> <p><b>Tuesday and Wednesday:</b> Verbal counting beyond 20</p> <p><b>Thursday and Friday:</b> Verbal counting patterns</p> <p><b>Focus:</b> Provide children with a range of numicon. Prompt children to make their own number line using the numicon. What do you notice about the pattern of these numbers?</p> <p><b>WEEK 3: I am learning to subtract and Assessment</b></p> <p><b>Monday:</b> Add more</p> <p><b>Tuesday:</b> How many did I add?</p> <p><b>Wednesday:</b> Take away</p> <p><b>Thursday and Friday:</b> How many did I take away?</p> <p><b>Focus:</b> In the context of the song Ten Little Ducks, tell children a ‘first, then, now’ story where the first part is missing. For example, “We don’t know how many ducks there were to start with, then 3 swam away and now there are 7 ducks left.” Encourage children to use a ten frame and different coloured counters to represent how many there are now and how many were taken away.</p> <p><b>WEEK 4: I can describe shape arrangements.</b></p> <p><b>Monday:</b> Select a shape for a purpose.</p> <p><b>Tuesday:</b> Rotate shapes</p> <p><b>Wednesday:</b> Manipulate shapes</p> <p><b>Thursday and Friday:</b> Explain shape arrangement</p>	

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	<p><b>Focus:</b> Play a barrier game with the children. Ensure that the children and their partner have identical objects before placing a barrier between them. One child arranges the objects and describes the arrangement to their partner. Prompt them to create an identical arrangement. Ensure both partners have a turn creating and describing and that they compare their arrangements at the end of each round.</p> <p><b>WEEK 5: I can decompose and compose shapes and Assessment</b></p> <p><b>Monday:</b> Compose shapes <b>Tuesday:</b> Decompose shapes <b>Wednesday:</b> Copy 2-D shape pictures <b>Thursday and Friday:</b> Find 2-D shapes within 3-D shapes</p> <p><b>Focus:</b> Provide children with a photograph of themselves. Prompt children to cut up their picture and give it to a partner to put back together. How have you cut up your picture? How many pieces do you have? Is it easier to complete a jigsaw with more or fewer pieces? What shapes have you cut your picture into? What shapes do the pieces make?</p> <p><b>Week 6: I can create a complex pattern.</b></p> <p><b>Monday and Tuesday:</b> Identify more complex patterns <b>Wednesday and Thursday:</b> Copy and continue patterns <b>Friday:</b> Patterns in the environment</p> <p><b>Focus:</b> Show children a selection of patterned wrapping paper. What patterns can they see? Provide large sheets of paper and some items for printing and designing. Encourage children to use repeating patterns to design and create their own wrapping paper.</p>
<b>Outdoors</b>	<ul style="list-style-type: none"><li>• Provide a range of pebbles and shells with dice for adding and taking away.</li><li>• Chalk grids, dice and beanbags for adding and taking away games.</li><li>• Building boats and investigating how many can fit.</li></ul>